Integrating Content and Language Instruction

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Pat Draper is currently responsible for the TELL practicum for the pre-service teahcers. She has a master's degree in linguistics from the University of Utah. She has been an active participant in the design and implementation of the TELL courses from the beginning. She taught TELL courses in the Salt Lake City School District from 1997 through her retirement for SLCSD contributing to the endorsement of 1200 teachers. Across these years, she has regularly prepared facilitators for the Foundations and Family courses. In 2017, after 40 years in the classroom, she retired from teaching. From 2013 to 2017, she mentored new teachers in SLCSD through their first year of teaching. Most recently, she has been actively involved in redesigning the TELL courses and producing the instructional guides used in teaching them.

Mary F. Rice

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Mary Frances Rice is an assistant professor of literacy at the University of New Mexico. She teaches writing pedagogy and digital composition. Her scholarship uses interdisciplinary approaches to study the literacies and identities of online teachers and learners. Mary was a postdoctoral researcher at the University of Kansas Center on Online Learning and Students with Disabilities. She is also an Online Learning Consortium Emerging Scholar and a Michigan Virtual Learning Research Institute fellow. Mary taught junior high English language arts, ESL, and reading support classes. She was also a Teaching English Language Learner (TELL) program instructor.

Annela Teemant

Indiana University/Purdue University, Indianapolis (IUPUI)

Annela Teemant is Professor of Second Language Education (Ph.D., Ohio State University, 1997) at Indiana University-Purdue University Indianapolis. Her scholarship focuses on developing, implementing, and researching applications of critical sociocultural theory and practices to the preparation of K-12 teachers of English Language Learners. Specifically, she has collaboratively developed and researched the Six Standards Instructional Coaching Model and pedagogy. She has been awarded five U.S. Department of Education grants focused on ESL teacher quality. She has authored more than 30 multimedia teacher education curricula and video ethnographies of practice and published in Teaching and Teacher Education, Urban Education, Teachers College Record, and Language Teaching Research. Her work describes how to use pedagogical coaching to radically improve the conditions of learning needed for multilingual learners. She has also taught adult intensive English in the United States, Finland, and Hungary.

Stefinee E. Pinnegar

Brigham Young University

A St. George native, Dr. Pinnegar graduated from Dixie College (now DSU) and Southern Utah State (now SUU). She taught on the Navajo Reservation then completed an M.A. in English at BYU. She taught for 5 years in Crawfordsville, Indiana. She then completed a PhD in Educational Psychology at the University of Arizona (1989). She was faculty at Western Michigan University in Kalamazoo, before coming to BYU. She helped develop and now directs the TELL program. She is Acting Dean of Invisible College for Research on Teaching, a research organization that meets yearly in conjunction with AERA. She is a specialty editor of Frontiers in Education's Teacher Education strand with Ramona Cutri. She is editor of the series Advancements in Research on Teaching published by Emerald Insight. She has received the Benjamin Cluff Jr. award for research and the Sponsored Research Award from ORCA at BYU. She is a founder of the Self-Study of Teacher Education Practices research methdology. She has published in the Journal of Teacher Education, Ed Researcher, Teachers and Teaching: Theory and Practice and has contributed to the handbook of narrative inquiry, two international handbooks of teacher education and two Self-Study of Teaching and Teacher Education Practices handbooks. She reviews for numerous journals and presents regularly at the American Educational Research Association, ISATT, and the Castle Conference sponsored by S-STTEP.

Welcome to TELL

Welcome to TELL

Welcome to theTeaching English Language Learners (TELL) Program. In each course, participants learn key theories, principles and research-based best practices for teaching English Learners (ELs--sometimes called Emergent Bilinguals, EBs). Each week participants are asked to enact a practice they learn and then reflect on it in terms of their teacher knowledge. This application and reflection are a key component of teacher learning. The course readings and assignments support participants in achieving the program's overarching purpose which is is to advance the education of language minority students through teacher development. The program meets this purpose by developing teachers who know how to a differentiate instruction and transform their teaching in ways that enable their development as teachers and the learning of the ELs they teach. As a result of this program, participants, particularly content-area teachers, will be able to work with linguistically and culturally diverse learners in their regular classroom in ways that reflect pedagogic practices that are inclusive of all learners.The completion of the entire TELL Program results not only in teachers being able to adjust curriculum to develop the academic landuage and literacy of ESLs in their regluar classroom, but also, in many cases it results in an ESL Endorsement. The courses in this 16-credit program includes coursework in Foundations of Bilingual Education, Understanding Language Acquisition, Assessment for Linguistically Diverse Students, Developing Second Language Literacy, Integrating Content and Language Instruction, and Family, School, and Community Partnerships.The course support teachers in developing a series of [conceputal tools](#) that can guide their thinking and practice.

Inclusive Pedagogy Conceptual Framework

The Foundations of Bilingual Education course is pivotal in establishing the [Inclusive Pedagogy Framework](#)as a way of learning about language minority students. Inclusive Pedagogy is a conceptual framework for professional growth that enables educators to respond in educationally appropriate ways to the linguistic, cultural, and learning diversity of students in their classrooms. Although introduced in the first course, Inclusive Pedagogy provides the conceptual framework for all courses in the TELL program. It serves as the lens through which we examine factors impacting the school experience of language minority students in the United States.

Inclusive Pedagogy consists of five characteristics: Collaboration, Guiding Principles, Essential Policy, Critical Learning Domains, and Classroom Strategies. Each of these characteristics is defined by a standard, goal questions that promote common understandings, and a reflection for change question that promotes united advocacy. While in the TELL Program our focus is on ESL students, the Inclusive Pedagogy Framework can be used to address the needs of all special population students: ESL, multicultural, learning disabled, and gifted/talented.

The [five characteristics of Inclusive Pedagogy and their defining standards](#) are as follows:

- **Collaboration**: Meeting the needs of today's language minority students demands collaboration across academic disciplines, institu- tions, and school-home cultures.
- **Guiding Principles:** Effective instruction for language minority students must be guided by theoretical and moral principles.
- **Essential Policy:** Essential policy, including standards, classification issues, and legalities, must be an integral part of advocacy for language minority students.
- **Critical Learning Domains:** Learning involves development in cognitive, social/affective, and linguistic domains.
- **Classroom Strategies:** Teachers must understand the what and the why of effective classroom strategies for language minority students.

At the end of each course, participants are asked to demonstrate their understanding of language minority students through completion and presentation of a major project that communicates their knowledge of course content and their deepend understanding of Inclusive Pedagogy.

ProfessorsPlus Delivery System

A distance-learning format was selected for the endorsement over traditional university-centered courses to deliver professional development at multiple school sites that could be adjusted to the needs of rural, suburban, and urban populations and the work schedules of in-service educators. In addition, video-anchoring and the use of a certified, on-site facilitator ensure consistent, high quality content delivery.

The TELL Program uses the ProfessorsPlus™ distance-education delivery system. The Professors part of the course includes the development and provision of a range of useful materials including video segments, CD-ROMs, readings, and engaging interactive learning experiences guided by the chapters in an edtech book. The video segments and CD-ROMS create, in essence, a multimedia textbook. The video segments and CD-ROMs capture he perspectives of educational experts including professors, researchers, teachers, family and principals highlighting content by juxtposing it against real-world voices and examples of students, educators, parents, and other community members. This makes the relationship between theory and practice immediately visible.

The Professors part also includes the development of an edtech book that guides and supports active learning; encourages thoughtful, analytical reflection; and models appropriate strategies teachers can use with language minority students.

The Plus part of the delivery system is an on-site, masters-equivalent facilitator with extensive public school classroom experience. This facilitator is responsible for creating a sense of community among learners. Employing teacher immediacy to foster interaction, the facilitator shares objectives, uses active learning strategies to promote student engagement, provides opportunities for performance, assesses learning, and communicates with professors.

Sociocultural Theory

A sociocultural theory of learning undergirds all of our TELL coursework. From the first session of the first course, participants are engaged in a learning community designed using the principles of sociocultural theory. We believe that learning occurs best in social activity in which both teachers and learners participate. In these courses, each facilitator develops a community of learners who focus on learning about culturally and linguistically diverse students and altering, improving, adjusting their practice to better meet the needs of ELs and promote the development of language and literacy (particularly academic literacy) in a second language. The courses take an asset-based orientation supporting teachers in building on learners strength as they promote their language and literacy development.

Although video segments and CD-ROMs provide interesting and provocative content, most of the learning occurs in course activities and discussions in which teachers try out and apply the things we teach.The activities teachers enagage in are immediately transferable to their own teaching with ELs.The videos and readings provide scientific conceptions for the ideas, while the activities cause participants to confront how whey might adjust their teaching in relationship to what they learn. The learning activities and assignment help participants' knowledge, images, and

conceptions of themselves as asset-based teachers emerge regularly as they apply theim inm their teaching and thinking. The facilitator's interactions and the design of the course materials support cognitive, social, and linguistic development, modeling what is needed in teaching culturally and linguistically diverse students. We ask participants to work together because we respect their quality and depth of knowledge about teaching and know they can scaffold each others' learning. Most importantly, we believe that the best opportunities to learn involve opportunities to integrate new learning with prior knowledge. The TELL courses consistently ask participants to take responsibility for learning in environments that provide access to new information and the tools to learn and apply it.

In this program, we emphasize the [Standards for Effective Pedagogy](#) for teaching culturally and linguistically diverse students. These five standards have emerged from research on teaching and learning based in sociocultural theory. These standards are:

- **Joint Productive Activity:** Teacher and students producing together
- **Language and Literacy Development:** Developing language and literacy across the curriculum
- **Contextualization:** Making meaning: Connecting school to students' lives
- **Challenging Activities:** Teaching complex thinking
- **Instructional Conversation:** Teaching through conversation

By [using these standards](#) to create a model for teaching, we engage teachers in environments that orchestrate their productive participation in a variety of activities that produce meaningful learning and enable them to provide more productive learning environments for their ELs.

University/Public School Partnership

The TELL Program has been developed within the Brigham Young University–Public School Partnership, which is a collaborative partnership between Brigham Young University and five local public school districts: Alpine, Jordan, Nebo, Provo, and Wasatch. This BYU-Public School Partnership, originally part of a consortium created by John I. Goodlad i to encourage the simultaneous renewal of teacher education and schooling has existed for over 30 years. This partnerships are guided by the following statement of belief:

WE BELIEVE THAT

- public education is the cornerstone of a civil and prosperous democratic community;
- education is a public imperative, a moral endeavor, and a shared responsibility for all members of society;
- public schools exist to provide access to education for all, which includes both academic mastery and personal development for the purpose of maximizing students' potential to participate fully and productively in society;
- the university supports schools by preparing educators who master their disciplines and who understand and implement curriculum and instruction that support their students' learning and development through ongoing research and inquiry leading to dialogue and action that directly benefit schools.

In addition the BYU-Public School Partnership adhers to the following five commmitments.

- **Civic Preparation and Engagement:** the Partnership prepares educators who model and teach the knowledge, skills, and dispositions required for civic virtue and engagement in our society.

  Engaged Learning Through Nurturing Pedagogy: the Partnership develops educators who are competent and caring and who promote engaged learning through appropriate instructional strategies and positive classroom environments and relationships.

  Equitable Access to Academic Knowledge and Achievement: the Partnership develops educators who are committed to and actively provide equitable access to academic knowledge and achievement through rigor and mastery of curriculum content and instructional skills.

  Stewardship in School and Community: the Partnership assists educators in becoming responsible stewards in their schools and communities by dedicating themselves to shared purpose, renewal, and high standards of educator competence and learner performance.

  Commitment to Renewal: the Partnership fosters in educators a commitment to renewal through consistent inquiry, reflection, and action within their professional practice, resulting in continuous improvement.

In addition to McKay School of Education and University Faculty from other colleges, the administrators and teachers from the five partnership districts were central in the development of this initiative and contributed heavily to the construction and implementation of the TELL program. As you use these books to guide your learning, you will notice that teachers and administrators from the partnership schools played an essential role in authoring and developing these courses with BYU faculty.

Syllabus: Integrating Content & Langauge Instruction
Explanation of the Template
Total Points

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Syllabus: Integrating Content & Langauge Instruction

Course Description:

This is the fifth course in the TELL program, which leads to an ESL endorsement. Working in teacher working groups, teachers explore content-area learning from a second language perspective. Teachers review the conceptual tools and content of previous TELL courses found here (https://equitypress.org/ell_tools). In this course teachers explore their pedagogical practices within their disciplines, learn to attend more strategically to teaching content as they teach language, and developing literacy skills and academic language with their EL students. They revisit sheltered language instruction through reviewing SIOP. Finally, they create multiple, simultaneous learning activities that they can enact in their regular instruction.

Course Goals and Objectives:

This course builds on the following ESL standard:

Know, understand, and use the Utah English Language Proficiency Standards in selection of programs, practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization, teaching strategies for development and integrating language skills, and choosing and adapting classroom resources.

The objectives are:

- Use language and content objectives in teaching standards-based ESL instruction and the Utah Core Curriculum.
- Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices.
- Demonstrate how culture affects language development and academic achievement.
- Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students.

Textbook:

*Integrating Content and Language.*This is the main textbook for this course, an instructional guide found in an open access online platform developed by Royce Kimmons (EdTech Books). The book includes all the learning activities, homework activities, and major projects you will be using for the course.

*Making Content Comprehensible for English Language Learners: The SIOP Mode*l. Boston: Pearson, Allyn & Bacon.

Funds of knowledge. Mahway, NJ: Lawrence Erlbaum Associates.Multimedia

Digital Resources:

The Lucia Villarreal case: A videoethnography of literacy practices in a bilingual classroom. Provo, UT: Brigham Young University

The Craig Cleveland case: A videoethnography of Mexican American history in a Spanish/ English bilingual classroom. Provo,UT:BYU

The Mara Mills case: A videoethnography of biological science in a sheltered English classroom. Provo, UT: BYU

*The Sheri Galarza pre-school case: A videoethnography of developmentally appropriate teaching of language and literacy.*Provo,UT: BYU

Learning Activities:

A variety of learning activities and assignments will be used to help students understand course concepts. Students become active participants through the use of self-assessment, reflective writing, jigsaw readings, concept application logs, portfolio work, student profiles, response papers, and technology. Assignments will focus on active learning and require individual, paired, or group work to enrich learning. These activities model the planning, teaching, and assessment strategies that can be used with language minority students. There are also homework activities that, when completed successfully contribute to the points accrued for grading.

Attendance Policy:

This course is grounded in the belief that learning is a socially constructed process. In fact, active learning is a central feature of the course. Furthermore, the concepts presented through the video segments promote a conversational approach to learning. Concepts are immediately explored and applied through learning activities. As a result, much of the learning will take place through discussion and group activities that ask you to apply the research and theories about the teaching of English learners to your daily practice. Class discussion allows you to learn from your colleagues and to contribute to their learning; the insights of class members will be invaluable in your learning.

The experiences within the classroom cannot be reconstructed outside of class time with the facilitator or independently. Therefore, while attendance in and of itself does not count as part of your course grade, it is an important factor since recovering and reconstructing learning that occurs during class time will be difficult, if not impossible. Further, you will often be given credit for products developed during class time, and your presence is highly valued. In addition, students will usually work with colleagues and will frequently present findings and analysis during class time. For these reasons, it will be very difficult to make up class periods missed.

Grading Policy:

For the above reasons, full credit is only available to those students who attend each session and are present for the entire session. We recommend that if a teacher has to miss more than one of the eight sessions, they should be advised to take the course at another time.

In this course, your grade is based on participation in a learning process (i.e., process points) and the creation of individual and group products (i.e., individual and group product points) that emerge from participation in learning activities and homework. In addition, you will be asked to complete independent major assignments that will be evaluated for evidence of how you are learning and growing as a professional. Finally, you will present your professional development in relation to educating students of cultural and linguistic diversity in the final session of the course.

Grading Summary:

Type of Points	Description	Points
Process	Points for participating in learning activities during class	
Homework Individual Product	Points for individual products produced for homework assignments	
Practicum	Points for individual or group products produced for practicum assignments	

Type of Points	Description	Points
Total		

In the next chapter in this book, you will find a Total Points sheet you can copy and use to track your points earned throughout the course.

Grading Scale: You must earn at least a B- to pass this class.

Percentage	Grade
94-100%	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-

Explanation of the Template
Total Points

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Explanation of the Template

Learning Outcomes, Pedagogical Intent, and Student Position

Each book is divided into eight sessions. Each session contains the activities and homework that are the content for the session. Each learning activity (LA), Video Segment (AVG) and Homework (HW) represents an individual chapter in the book. The chapter label represents the content of the chapter. Each chapter begins with a LA or HW Template. The header contains the objective, the pedagogical intent, and student position that capture the essence and animate the intended learning and outcomes for the activity represented. In addition, the LA and AVG include the time allowance and the points represented by them. The HW includes the number of points. LA/AVG and are each worth 25 points and the HW are each worth 50 points. (The total point sheet document identifies the points possible accross the course and is found just before Session 1 in every course). Following the template are the instructions for each LA, AVG, or HW. There are links in the homework that will take you to worksheets, readings, or videos or other items the learner will need to complete the task describe in the instruction. The AVG's represent video segments, or sometimes powerpoints. These usually are accompanied by Activie Viewing Guides (AVGs) or worksheets to support learners in extracting meaning from the digital materials. These are provided to model the ways in which in your teaching as teachers you need to consider your use of digital materials as texts and enable students learning from these texts.

Each element in the template is important for making explicit participants learning. The ***learning outcome*** is anchored to the state standards for an ESL Endorsement and is based on the national standards for teaching ELs. The pedgogical intent informs the participant and the facilitator of the learning aim and goal of the specifica activity. Attention to the ***pedogical intent*** enabled us as designers and enables facilitators to target the activity and make sure that the activity, the interactions asked for, and the materials provided will work in concert to enable participants to not only learn but also take up in their practice the ideas embedded in the activity. When designers and teachers think through the instruction they are providing for students in this way it allows them to be strategic in creating powerful learning experiences. In designiring LA and HW using pedagogical intent to guide their design and construction enabled the authors to make certain that the LA and HW would position students for the learning experiences in a session.

In addition to providing the learning outcome and the statement of pedagogical intent, the template includes a **student position** statement. While the pedagogical intent focuses on desired learning from the activity, this statement articulates the history of learning events that have prepared the student to engage in this learning experience. It provides an explanation of the knowledge and experiences that have prepared students to engage in this next learning experience.

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Total Points

In this course your grade is calculated based on the total accumulated points. In each session, you will receive credit for the learning activities and homework you complete. In addition you will accrue points for the major assignments.

You can use This [Total Point Sheet](#) to keep a personal record of work in the course.

Session One: Positioning Myself to Integrate Content and Promote Academic Language

LA 1.1 Sharing My Learning and Professional Development
LA 1.2 Negotiating Understanding of Inclusive Pedagogy.
LA 1.3. Integrating the Conceptual Tools for Teaching ELs
LA 1.4: Reviewing the Major Course Assignments
LA 1.X Consulting with the Facilitator on Presentation --Contextualization (CTX)
HW 1.1 Reflection on My Practice in Developing ELs Content and Language Proficiency
HW 1.2 Learning Teaching through Multi-media Cases and Expert Perspectives
HW 1.3 Gaining an understanding of Making Content Comprehensible
HW 1.4 Reviewing Major Assignments
HW 1.5 Learning about Designing and Implementing Activity Centers

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LA 1.1 Sharing My Learning and Professional Development

Drawing Forward My Knowledge for Promoting the Language and Content Learning of ELs

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge of and use of practices and strategies related to planning, implementing, and managing ESL and content instruction	Articulating their knowledge enables teachers to implement the principles that guide best practices in their regular, day-to-day teaching with ELs.	Students have reflected on and tried out various ideas about, and strategies for teaching ELs in their regular classroom. They can share their learning with their colleagues.

Assessment: 25 pts.

TA: 10 Minutes

Instructions

1. In a shower of ideas, participants share their thinking as insights and wisdom come to them.
2. During these courses you have learned about and reflected on how to promote the language, literacy development and content learning of your ELS in your regular classroom.
3. Participate in a shower of ideas, by sharing your insights from your practice and your learning.
4. When you are ready, simply share your ideas.
5. The facilitator will post ideas as you share.

LA 1.2 Negotiating Understanding of Inclusive Pedagogy.

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate ability to manage and implement standards-based ESL and content instruction **Assessment: 25 pts.** **TA: 40 Minutes**	Deepen teachers' knowledge of Inclusive Pedagogy so that it becomes practical knowledge used to guide designing, planning, and implementing instruction for their students.	Students have used Inclusive Pedagogy across their coursework. In this activity they will analyze their knowledge through self-analysis. .

Instructions

1. Working collectively in your group, use the [Inclusive Pedagogy note sheet](#) and the Inclusive Pedagogy Framework chart with the accompanying readings to review and renew your understanding of each element of the tool (This is found in TELL tools [linked here](#)).
2. Working individually, examine yourself and your learning as a teacher of ELs in terms of the questions on the Inclusive Pedagogy Framework. Jot notes that capture your thinking in the second column of the chart.
   - Who is this teacher (who are you as a teacher)?
   - What are my strengths and needs? (consider each aspect of critical learning domains—cognitive, linguistic, and social/affective).
   - What are the policies and legalities that guide my practice as a teacher?
   - What are my guiding principles?
     - How do I take Multiple Perspectives?
     - How do I hold High Expectations for students and myself and my school?
     - What Knowledge-Based Practices do I embrace in my teaching?
     - How do I hold myself, my students, and my school community Accountablefor learning?
   - How do I position myself for success as a teacher in promoting student learning?
     - How do I do this in my planning?
     - How do I do this in my teaching?
     - How do I do this in my assessing?
   - How do I Collaborate with others to enact United Advocacy?
     - How do I do this for teachers and educators (myself included)?
     - How do I do this for all of my students (including ELLs)?
     - How do I do this for the parents and families of students and for my community?

Previous Citation(s)

Egan, M. W., Hales, V., & Gomm, R. J. (2019). *Family, School, and Community Partnerships*. EdTech Books. Retrieved from https://edtechbooks.org/partnerships

LA 1.3. Integrating the Conceptual Tools for Teaching ELs

Linking the TELL Tools to the Inclusive Pedagogy Framework

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction **Assessment: 25 pts.** **TA: 65 Minutes**	Teachers can integrate the knowledge they have for teaching ELs as they use the principles of the Conceptual Tools they have learned. They can analyze learning outcomes and goals, design learning activities, create and modify strategies, make text and other materials comprehensible, and support ELs in learning content and develop language and literacy skills.	Across the endorsement program students have learned the theories, skills, strategies for teaching ELs. They are ready to review the fundamental knowledge and skills and integrate them to guide their practice

Instructions

1. The facilitator will divide participants into groups of three or four participants and assign each group one of the TELL Conceptual Tools (CPV, UME, SEP, ESL Guidelines).
2. Working together participants will consider the tool assigned in relationship to the Inclusive Pedagogy Framework.
3. Identify the main connections between the Conceptual Tool assigned to your group and the Framework.
4. Be prepared to explain the connections you have identified between the Conceptual Tool you reviewed and the Framework and how being aware of this connection sharpens and strengthens your teaching.

Previous Citation(s)

Egan, M. W., Hales, V., & Gomm, R. J. (2019). *Family, School, and Community Partnerships*. EdTech Books. Retrieved from https://edtechbooks.org/partnerships

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LA 1.4: Reviewing the Major Course Assignments

Presenting a Standard for Effective Pedagogy & Creating an MSDLA unit

Learning Outcome	Pedagogical Intent	Student Position
• Use language and content objectives in teaching standards-based ESL instruction and the Utah Core Curriculum. • Demonstrate ability to plan standards-based ESL and content instruction.	Teachers can create an MSDLA unit to provide instruction that teaches content and promotes language and literacy develpment.	Students have participated in MSDLAs in other courses in the ESL Endorsement Program. They will create a unit for this course and will teach their peers about Standards for Effective Pedagogy

Assessment: 25 pts.

TA: 25 Minutes

Instructions

1. Each assignment has additional documents to guide their construction which will be accessed as part of homework.

2. For this quick review we will examine the main assignment for each project. The first is an assignment for Peer Teaching a [Standard for Effective Pedagogy](). The second is the overarching [assignment for developing an MSDLA unit.]()

3. For the next five weeks a group of you will teach one of the Standards for Effective Pedagogy to your peers.The MSDLA assignment is due in session 8.

LA 1.X Consulting with the Facilitator on Presentation --Contextualization (CTX)

Group presenting in the next session meets with facilitator

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate ability to manage and implement standards-based ESL and content instruction .	Teachers will be able to design, create, and enact instruction that attends to content and language instruction with peers.	Students have learned about the five standards for effective pedagogy and are now ready to deepen that knowledge.

Assessment: 00 pts.

TA: 10 Minutes--after class

Instructions

1. The group who is responsible for teaching contextualization will meet with the facilitator to review and negotiate plans for instruction.
2. The presentation should enable colleagues to answer this question: How can I contextualize so all learners have access?

This content is provided to you freely by Equity Press.

Access it online or download it at
https://equitypress.org/language_integration/la_11TpyvHTRyCzpEdSsJ.

HW 1.1 Reflection on My Practice in Developing ELs Content and Language Proficiency

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction **Assessment: 50 pts.** **Due: Session 2**	Through observing and learning about the teaching practice of a teacher in relationship to one of the Standards for Effective Pedagogy, the teacher can enact the standard in his or her own teaching.	Students have learned about how to teach second language learners and promote their language and literacy development. They are now ready to consider how they can differentiate their instruction through the use of the Standards for Effective Pedagogy.

Instructions

1. For this week, you have read chapters from Making Content Comprehensible. You may have been involved in SIOP training in the past. Think about how what you have learned about SIOP (sheltered instruction or content differentiation) is evident in your practice.

2. Identify an experience and using I (personal voice) provide a description of a time when you differentiated instruction. Think about your students and your own actions and responses. Connect your experience to your knowledge of teaching or working with ELLs. Raise questions and wonders based on your experience and your knowledge of teaching.

3. Submit your reflection and be prepared to talk about your learning in class.

Previous Citation(s)

Egan, M. W., Hales, V., & Gomm, R. J. (2019). *Family, School, and Community Partnerships*. EdTech Books. Retrieved from https://edtechbooks.org/partnerships

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HW 1.2 Learning Teaching through Multi-media Cases and Expert Perspectives

Understanding Conxtextualization

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs, practices, and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.	Through watching videos and listening to analysis of them, teachers will be able to understand and employ the Standards for Effective Pedagogy in their own teaching.	Students have learned about each of the conceptual tools utilized in the endorsement program. They are now ready to observe, learn from, and critique teachers acting on these tools in their regular classroom practice.

Assessment: 50 pts.

Due: Session 2

Instructions:

1. For this activity you will view the VideoEthnography you have chosen and respond on the worksheet linked below. The directions and the link to the VideoEthnography are on the worksheet.
2. You will use the Contextualization (CTX) worksheet to record your learning based on which VideoEthnography you have selected to study.
3. Notice there are two columns to report your findings. One to note your observations of the study and one to note the ideas you draw from listening to or reading all of the perspectives for each prompt. Finally under the chart your will record and be prepared to share next time three Ahas in relationship to your own practice. .
4. Click on the teacher you have chosen and it will take you to the worksheet and an overview of the entire case.
   - Shari Galarza (Preschool/Kindergarten Study) Outline of the VideoEthnography for Shari Galarza
   - Lucia Villarreal (Elementary Bilingual Classroom Study) Outline of the VideoEthnography for Lucia Villarreal
   - Craig Cleveland (High School Social Studies Study) Outline of the VideoEthnography for Craig Cleveland
   - Mara Mills (High School Biology Study) Outline of the VideoEthnography for Mara Mills

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HW 1.3 Gaining an understanding of Making Content Comprehensible

An Introduction to SIOP and Lesson Preparation

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction..	Teachers can use their knowledge of teaching second language learners and their knowledge of sheltered instruction and SIOP to promote the language and literacy development and content knowledge of their students.	Students have developed knowledge of how to promote ELLs language and literacy development in their regular classroom. They are positioned to learn the strategies from SIOP to support the development of ELLS content knowledge along with literacy and language skills.

Assessment: 50 pts.

Due: Session 2

Instructions:

1. Read Chapters 1&2 from Echevarria, J., Vogt, M., & Short,D. (2008).*Making content comprehensible for English learners: The SIOP ModelPearson.* (or the edition your district is using).
2. As you read, fill in the answers to the questions provided in the reading guide linked on 1 & 2 above.
3. Submit your worksheet to the teacher by next class period,
4. Be prepared to share with your colleagues something you tried based on your reading or new learning you developed.

Previous Citation(s)

Egan, M. W., Hales, V., & Gomm, R. J. (2019). *Family, School, and Community Partnerships*. EdTech Books. Retrieved from https://edtechbooks.org/partnerships

HW 1.4 Reviewing Major Assignments

Designing MSDLAs & Presenting a Standard for Effective Pedagogy

Learning Outcome	Pedagogical Intent	Student Position
• Use language and content objectives in teaching standards-based ESL instruction and the Utah Core Curriculum. • Demonstrate ability to plan standards-based ESL and content instruction. **Assessment: 50 pts.** **Due: Session 2**	Teachers can develp knowledge and curriculum to teach ELs	Students have b this course. The writing question

Instructions:

1. Review the three documents relevant to designing MSDLAs and come prepared with questions about anything you need clarification on (MSDLA Description and Checklist, Overview and Plans for Each Activity Center, MSDLA Documentation of knowledge and the Rubric for evaluation).
2. This assignment allows you to demonstrate everything your have learned about teaching ELs and as a result it has many parts. However, we will work on this assignment across the course and it will be less ambiguous as you work on it.
3. Identify a standard from the State Core in a content area, a content unit that would be strengthened by using MSDLAs, or a topic for a unit you want to develop. Turn the topic into the facilitator in Session 2.
4. Review the assignment specifications and checklist for teaching one of the Standards for Effective Pedagogy to your peers, where you will and come prepared with questions that can support you in developing a lesson to teach your peers about the Standards for Effective Pedagogy. Find links to each assignment, including rubrics/scoring guides that go with each project.

Previous Citation(s)

Egan, M. W., Hales, V., & Gomm, R. J. (2019). *Family, School, and Community Partnerships*. EdTech Books. Retrieved from https://edtechbooks.org/partnerships

HW 1.5 Learning about Designing and Implementing Activity Centers

Completing a guide sheet for developing MSDLA.

Learning Outcomes	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction	Teachers can design activity centers to integrate content and language instruction.	Students have p They are now re

Assessment: 50 points

Due: Session 2

Instructions:

1. Follow the link to access Stephanie Dalton's *Designing effective learning activities for diverse learners.*
2. This booklet is mostly a how-to-guide for developing MSDLAs and enacting them in your classroom. The booklet has lots of advice and detail about constructing and implementing MSDLAs.
3. The note taking sheet provided will allow you to summarize and list the details of the reading as a quick guide as you create your MSDLAs.

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Access it online or download it at
https://equitypress.org/language_integration/hw_16_reviewing_majoM.

Session Two: Deepening Understanding of TELL Conceptual Tools

LA 2.1 Sharing My Learning and Professional Development

LA 2.2 Presentation on SEP--Contextualization

LA 2.3 Demonstrating Setting Up Activity Centers

LA 2.4 Designing Activity Center 1-- the Teacher Center

LA 2.5 Activity Center Planning Web--Center 2

LA 2.6 Exploring MetaGoals and MetaStrategies for Standards for Effective Pedagogy--Center 3

LA 2.7 Consider Materials for Your MSDLAs--Center 4

LA 2.8 Text and Vocabulary Issues in MSDLAs--Center 5

LA 2.9 Learning from Vocabulary Research

LA 2.X Consulting with Facilitator on Presentation--Language and Literacy Development (LLD)

HW 2.1 Reflection on My Practice in Developing ELs Content and Language Proficiency

HW 2.2 Learning Teaching through Multi-media Cases and Expert Perspectives

HW 2.3 Gaining an understanding of Making Content Comprehensible

HW 2.4 Learning from Corpus Studies

HW 2.5 Identifying Texts for Your MSDLAs

HW 2.6 Deepening Knowledge for Promoting Academic Vocabulary

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LA 2.1 Sharing My Learning and Professional Development

Reflecting on Preparing for Teaching and Engaging in Practices for Contextualizing

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge of and use of practices and strategies related to planning, implementing, and managing ESL and content instruction. **Assessment: 25 pts.** **TA: 10 Minutes**	Articulating their knowledge enables teachers to implement the principles that guide best practices in their regular, day-to-day teaching with ELs.	Students read and explore videos that taught them about Sheltered Instruction (SIOP) and the Standards for Effective Pedagogy and reflect on their learning and their attempts to enact these ideas in their teaching.

Instructions

1. In a shower of ideas, participants share their thinking as insights and wisdom come to them.
2. During this week you have learned about and reflected on your teaching in terms of a Standard for Effective Pedagogy (Contextualization) and your reading about using sheltered instruction.
3. Participate in a shower of idea, by sharing your insights from your practice and your learning.
4. The facilitator will post ideas as you share.

LA 2.2 Presentation on SEP--Contextualization

Learning in Preparation for Instruction for ELs

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction. **Assessment: 25 pts.** **TA: 40 Minutes**	Teachers will be able to design, create, and enact activity centers for their students.	Students have participated in MSDLA centers in other courses in the endorsement and have read about designing activity centers. These centers wil deepen their knowledge.

Instructions

1. The group who is responsible for teaching contextualization will take the stage.

2. Take notes as you listen to their instruction.

3. Write the answer to this question: How can I contextualize in my MSDLAs so all learners have access.

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LA 2.3 Demonstrating Setting Up Activity Centers

Organizing for Activity Centers

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction.	Teachers will be able to design, create, and enact activity centers for their students.	Students have participated in MSDLA centers in other courses in the endorsement and have read about designing activity centers. These centers will deepen their knowledge.

Assessment: 25 pts.

TA: 15 Minutes

Instructions

1. The facilitator will lead a discussion about each of the centers and how they work.

2. The facilitator will distribute and explain the center rotation chart.

3. Finally, the facilitator will explain the activities at each of the centers you will participate in tonight.

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LA 2.4 Designing Activity Center 1-- the Teacher Center

Instructional Conversation

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction. **Assessment: 25 pts.** **TA: 15 Minutes**	Teachers will be able to design, create, and enact activity centers for their students.	Students have participated in MSDLA centers in other courses in the endorsement and have read about designing activity centers. These centers wil deepen their knowledge.

Instruction

1. Meet with the facilitator for an instructional conversation reviewing what you learned when you studied the _Designing Effective Activity Centers for Diverse Learners_. You will review your note taking sheet from homework and focus on articulating the information about implementing the activity center in phases.
2. You will consider how the teacher and student roles and responsibility shift as the teacher moves from Phase I through Phase V.
3. Using the Models of Classroom Organization overview, consider how different models of classroom organization support the different phases in implementing activity centers and issues of learning and management you might confront. Share strategies for responding to this issue.

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LA 2.5 Activity Center Planning Web--Center 2

Beginning My Work on MSDLAs

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction. **Assessment: 25 pts.** **TA: 15 Minutes**	Teachers can prepare MSDLAs often in their instruction of ELs and all students, creating opportunities for interaction and improving learning outcomes.	Students have participated in MSDLA centers in other courses in the endorsement and have read about designing activity centers. The now begin filling out theActivity Center Planning Web to begin making MSDLAs for their students.

Instructions

1. Use this link to the Activity Center Planning Web, and work with each other to understand each part of it by discussing what goes in each part.

2. Consider the topic and standard you are thinking of for your MSDLAs. Share with your group.

3. Read the directions for filling out each center on the center left side of the form. Discuss the information that belongs on each of the lines for each center. Then note the opening activity and closing activity at the top and bottom of the web. Discuss what you could do to introduce your centers and to close your centers.

4. Use whatever time is left after you discuss these items together to begin filling in your web--in pencil.

LA 2.6 Exploring MetaGoals and MetaStrategies for Standards for Effective Pedagogy--Center 3

Developing Collective Expertise

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction.	Teachers will be able to design, create, and enact activity centers for their students.	Students have participated in MSDLA centers in other courses in the endorsement and have read about designing activity centers. These centers wil deepen their knowledge.

Assessment: 25 pts.

TA: 10 Minutes

Instructions

1. The MetaGoals and MetaStrategies Chart presents a matrix where two of the Standards for Effective Pedagogy, Lanaguage and Literacy Development and Challenging Activities, are presented as Meta Goals and the other three standards are presented as strategies for reaching these goals.
2. As you fill in the matrix identify how the MetaGoal overlaps with the MetaStrategy in that cell of the chart.
3. Discuss whether this is an accurate representation of the inter-relationships among these standards. Consider how viewing the standards in this way impact your own teaching ELs.
4. Now review the glossary and accompanying SPC-T which is a tool used to evaluate teaching using the Standards for Effective Pedagogy. Consider individually how you might improve. Discuss how thinking of the five standards as MetaGoals and MetaStrategies might increase your use of them in your teaching.
5. Consider the content, topic, standard you have selected in terms of this formulations of the five standards. How can thinking of these in this way support you as you design your MSDLAs?

LA 2.7 Consider Materials for Your MSDLAs--Center 4

Identiying Materials for Activity Centers

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction.	Teachers will be able to design, create, and enact activity centers for their students.	Students have participated in MSDLA centers in other courses in the endorsement and have read about designing activity centers. These centers will deepen their knowledge.

Assessment: 25 pts.

TA: 15 Minutes

Instructions

1. In your group, share the topic of your MSDLA unit (the major assignment) and ideas you have so far about contextualization.

2. Use the Capturing Ideas for Your MSDLA worksheet to guide your discussion and make decisions about how to contextualize student learning. Work together to suggest ideas for the content each has chosen and the materials that may need to be collected for each center.

3. Review each person's contextualization ideas for their centers and make further suggestions.

4. Take notes on the suggestions you received as a starting point for determining what your five centers will be and also for determining how to contextualize for all students in your class.

LA 2.8 Text and Vocabulary Issues in MSDLAs-- Center 5

Reading about Text Modifications

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction.

Assessment: 25 pts.

TA: 15 Minutes | Teachers will be able to design, create, and enact activity centers for their students. | Students have participated in MSDLA centers in other courses in the endorsement and have read about designing activity centers. These centers will deepen their knowledge. |

Instructions

1. Divide the subsections of the article on Text Modification by Mary Rice. Share the ideas in your subsection with the group.
2. Identify texts you are interested in using--consider digital and media sources. Jot ideas about adjusting them to better serve the learning needs of your students.
3. If there is time, consult with each other using the ideas from the Mary Rice text to identify which would work best with your resources.

LA 2.9 Learning from Vocabulary Research

Considering Vocabulary Research to Build Academic Literacy

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction.	Teachers can apply corpus study research in designing lessons and interaction structures for student work.	Students have read about text modification and academic vocabulary and prepare to read a corpus study to understand modifying difficult text for student understanding.

Assessment: 25 pts.

TA: 25 Minutes

Instructions

1. Together you will read the article that presents an <u>overview of vocabulary research</u>. Divide responsibility for teaching each other by looking at the accompanying <u>Note Sheet</u>. Number off and #1 reads about the first 2 points; #2 reads the second two points; #3 reads the fifth point; and #4 reads the last point.

2. As you read, use the note sheet to prepare to report the pertinent ideas in your section and jot down ideas to share with your group.

3. Share with your group your understandings. Take notes on the ideas others present.

4. Now look at the <u>glossary</u> page. Go through each item and pay special attention to the following: corpus, tokens/types, word families, and the difference between lexical density and lexical density. The difference between what are tokens and what are types are important for understanding ideas in your homework. Come to agreement as to what these items mean.

LA 2.X Consulting with Facilitator on Presentation-- Language and Literacy Development (LLD)

Group Presenting in the Next Session Meets with Facilitator

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate ability to manage and implement standards-based ESL and content instruction .	Teachers will be able to design, create, and enact instruction that attends to content and language instruction with peers.	Students have learned about the five standards for effective pedagogy and are now ready to deepen that knowledge.

Assessment: 00 pts.

TA: 10 Minutes

Instructions

1. The group who is responsible for teaching language and literacy development will meet with the facilitator to review and negotiate plans for instruction.
2. The presentation should enable colleagues to answer this question: How can I attend to language and literacy development so all learners have access?

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HW 2.1 Reflection on My Practice in Developing ELs Content and Language Proficiency

Practicing Contextualizing (CTX) Learning Experiences.

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction **Assessment: 50 pts.** **Due: Session 3**	Through observing and learning about the teaching practice of a teacher in relationship to one of the Standards for Effective Pedagogy, the teacher can enact the standard in his or her own teaching.	Students have learned about how to teach second language learners and promote their language and literacy development. They are now ready to consider how they can differentiate their instruction through the use of the Standards for Effective Pedagogy.

Instructions

1. Last week you watched a VideoEthnography that taught you about Contextualization (CTX).
2. Identify an activity where you already contextualize or which you could modify to better contextualize student learning.
3. Using I (your personal voice) describe your experience this week in contextualizing a lesson. Provide details. Think about your students and your own actions and responses (including learning) in your account.
4. Connect your description to what you learned from the video or perspectives.
5. Use your AHA to further develop your thinking and raise new questions for your practice.
6. Submit your reflection and be prepared to talk about your learning in class.

HW 2.2 Learning Teaching through Multi-media Cases and Expert Perspectives

Developing Language and Literacy for ELs (LLD)

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs, practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization, teaching strategies for development and integrating language skills, and choosing and adapting classroom resources.	Through watching videos and listening to analysis of them, teachers will be able to understand and employ the Standards for Effective Pedagogy in their own teaching.	Students have learned about each of the conceptual tools utilized in the endorsement program. They are now ready to observe, learn from and critique teachers acting on these tools in their regular classroom practice.

Assessment: 50 pts.

Due: Session 3

Instructions:

1. For this activity you will view the VideoEthnography you have chosen and respond on the worksheet linked below. The directions and the link to the VideoEthnography are on the worksheet.
2. You will use the Language and Literacy Development (LLD) worksheet to record your learning based on which VideoEthnography you have selected to study.
3. Notice there are two columns to report your findings. One to note your observations of the study and one to note the ideas you draw from listening to or reading all of the perspectives for each prompt. Finally under the chart your will record and be prepared to share next time three Ahas in relationship to your own practice.
4. Click on the teacher you have chosen and it will take you to the worksheet and an overview of the entire case.
   - Shari Galarza (Preschool/Kindergarten Study)
   - Lucia Villarreal (Elementary Bilingual Classroom Study)
   - Craig Cleveland (High School Social Studies Study)
   - Mara Mills (High School Biology Study)

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HW 2.3 Gaining an understanding of Making Content Comprehensible

Building Background and Attending to Comprehensible Input

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction.. **Assessment: 50 pts.** **Due: Session 3**	Teachers can use their knowledge of teaching second language learners and their knowledge of sheltered instruction and SIOP to promote the language and literacy development and content knowledge of their students.	Students have developed knowledge of how to promote ELLs language and literacy development in their regular classroom. They are positioned to learn the strategies from SIOP to support the development of ELLS content knowledge along with literacy and language skills.

Instructions:

1. .Read Chapters 3& 4 from Echevarria, J., Vogt, M., & Short,D. (2008).*Making content comprehensible for English learners: The SIOP ModelPearson.* (or the edition your district is using).
2. As you read, fill in the answers to the questions provided in the reading guide linked here.
3. Submit your worksheet to the teacher by next class period,
4. Be prepared to share with your colleagues something you tried based on your reading or new learning you developed. Link reading guide

HW 2.4 Learning from Corpus Studies

Considering Vocabulary in Content Areas

Learning Outcome	Pedagogical Intent	Student Position
Know, understand, and use the Utah English Language Proficiency Standards in selection of programs, practices and strategies related to planning, implementing, and managing ESL and content instruction.	Teachers who understand EL students' difficulty with academic vocabulary can make text modifications and teach vocabulary in ways that assist student learning.	Students have been introduced to vocabulary issues in relation to EL's learning. Now they will read a corpus study in a content area.

Assessment: 50

Due in Session 3

Instructions:

1. The facilitator will assign each person to a corpus study to read and use the note sheet to show your understanding. There are four content areas from which you will be assigned. They are Social Studies, Science, Math, and English LA.

2. Examine the study you were assigned and fill in the note sheet as you search through the work.

3. Refer to the reading you did in class from the overview and glossary as well as the notes you made as they will inform your current reading.

4. Come to class with your completed note sheet.

HW 2.5 Identifying Texts for Your MSDLAs

Texts and Readings

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards based ESL and content instruction **Assessment: 50 points** **Due in Session 3**	Teachers who understand EL students' difficulty with academic vocabulary can make text modifications and teach vocabulary in ways that assist student learning.	Students have been introduced to vocabulary issues in relation to EL's learning. Now they will consider the readings to use in their MSDLAs to make text modifications and vocabulary instruction.

Instructions:

1. Select the book(s) and other readings you will ask your students to do in your MSDLA that you are creating.

2. Bring these to class in session 3 and every week after that so you can work on them in class activities.

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Access it online or download it at
https://equitypress.org/language_integration/hw_13_family_school_txK.

HW 2.6 Deepening Knowledge for Promoting Academic Vocabulary

Connecting Learning from Experience, Digital Media and Readings

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards based ESL and content instruction	Teachers who understand EL students' difficulty with academic vocabulary can make text modifications and teach vocabulary in ways that assist student learning.	Students have been introduced to vocabulary issues in relation to EL's learning. Now they will watch a video about vocabulary to add to their understanding.
Assessment: 50 points		
Due in Session 3		

Instructions:

1. Watch the literacy 7.1 video you will find by following these directions;

- go to education.byu.edu/tell materials and go to materials.
- A menu comes down and click on TELL 430 Developing 2nd Language Literacy.
- Then select video 7.1 and click on the first bullet.
- Scroll up to the picture and begin the video.

2. As you watch and listen, take notes on things that speak to you in your work with ELs. What resounds with your thinking? What is new to you, but interesting?

3. After the video, read the article by Paul Nations on vocabulary, This article explains vocabulary in terms of form, meaning, and use. Take notes on each of these three topics and be sure you understand them.

Bring both sets of notes with you to session 3.

Session Three: Building Knowledge of Vocabulary

Attending to Vocabulary to Increase Academic Language Development

LA 3.1 Sharing My Learning and Professional Development

LA 3.2 Presentation on SEP--Language and Literacy Development

LA 3.3 Considering Text Modification and Vocabulary Learning in Making Content Comprehensible

LA 3.4 Learning to Attend to Vocabulary in Making Concepts Comprehensible

LA 3.5 Sharing Your Learning about Vocabulary in the Texts of Your Discipline

LA 3.6 Building Strategies and Techniques for Developing Academic Language

LA 3.X Consulting with the Facilitator on Presentation--Challenging Activities (CA)

HW 3.1 Reflection on My Practice in Developing ELs' Content and Language Proficiency

HW 3.2 Learning Teaching through Multi-media Cases and Expert Perspectives

HW 3.3 Gaining an understanding of Making Content Comprehensible

HW 3.4 Developing Language Objectives

HW 3.5 Reviewing Knowledge about Text Structures

HW 3.6 Exploring Teaching Strategy Marketplaces

HW 3.7 Exploring Funds of Knowledge

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LA 3.1 Sharing My Learning and Professional Development

Reflecting on Preparing for Teaching and Engaging in Practices for Language and Literacy Development

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge of and use of practices and strategies related to planning, implementing, and managing ESL and content instruction **Assessment: 25 pts.** **TA: 10 Minutes**	Articulating their knowledge enables teachers to implement the principles that guide best practices in their regular, day-to-day teaching with ELs.	Students read and explore videos that taught them about Sheltered Instruction (SIOP) and the Standards for Effective Pedagogy and reflect on their learning and their attempts to enact these ideas in their teaching.

Instructions

1. In a shower of ideas, participants share their thinking as insights and wisdom come to them.
2. During this week you have learned about and reflected on your teaching in terms of a Standard for Effective Pedagogy (Language and Literacy Development) and your reading about using sheltered instruction.
3. Participate in a shower of idea, by sharing your insights from your practice and your learning.
4. The facilitator will post ideas as you share.

LA 3.2 Presentation on SEP--Language and Literacy Development

Learning in Preparation for Instruction for ELs

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate ability to manage and implement standards-based ESL and content instruction .	Teachers will be able to design, create, and enact instruction that attends to content and language instruction with peers.	Students have learned about the five standards for effective pedagogy and are now ready to deepen that knowledge.

Assessment: 25 pts.

TA: 40 Minutes

Instructions

1. The group who is responsible for teaching language and literacy development will take the stage.

2. Take notes as you listen to their instruction.

3. Write the answer to this question: How can I include Language and Literacy Development in my MSDLAs so all learners have access.

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LA 3.3 Considering Text Modification and Vocabulary Learning in Making Content Comprehensible

Considering My Teaching Practice

LEARNING ACTIVITY

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction. **Assessment: 25 pts.** **TA: 20 Minutes**	Teachers can apply elements of Making Content Comprehensible in their practice to enable English Learners to have access to content and thrive as learners.	Students have read chapters 3 and 4 from Making Content Comprehensible and now will discuss how they are doing at enacting these practices.

Instructions

1. In your group, discuss how you have applied ideas from chapters 3 and 4 in Making Content comprehensible. Share your experience in applying concepts and lessons from SIOP and the results you noticed in your students.

2. Consider how you can apply what you learned about vocabulary and from SIOP, Text Modification, Contextualization, and Language and Learning in designing curriculum that supports students in learning content and language.

3. The facilitator will ask your group to share your best idea.

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LA 3.4 Learning to Attend to Vocabulary in Making Concepts Comprehensible

Communicating Understandings With One Another

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction. **Assessment: 25 pts.** **TA: 15 Minutes**	Teachers can apply what the learned from homework pertaining to academic vocabulary and how to teach vocabulary in their work with ELs.	Students have read about text mdification and academic vocabulary, including a video segment and an article by Paul Nations. Now they will discuss their learning with one another.

Instructions

1. In your group, discuss your learning from watching a video on vocabulary and reading an article.

2. Use your notes from both the video and the article to inform your ideas. Share things that rang true to you, things that were new to you, and things you had questions about. Try to answer those questions.

3. Consider the Vocabulary that will be necessary for students to understand the texts you assign and communicate their understanding.

4. Discuss how your will make decisions about the three ways your approach vocabulary in your MSDLA: Direct Instruction of Words, Glossary for meaning, Interaction that requires the use of vocabulary.

LA 3.5 Sharing Your Learning about Vocabulary in the Texts of Your Discipline

Considering What You Learned from the Corpus Studies

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction.	Teachers can apply corpus study research in designing lessons and interaction structures for student work.	Students have read about text modification and academic vocabulary and have read a corpus study to understand modifying difficult text for student understanding.

Assessment: 25 pts.

TA: 40 Minutes

Instructions

1. The facilitator will put you in groups according to the corpus study you read. Each group should have 1 person who read each of the four content areas.

2. Once in your groups, share your information from your content area with your group. Determine a few principles you could use to guide your vocabulary teaching.

3. As you listen to one another, write your principles on a poster you will later hang. The principles should capture things you all have learned about vocabulary and how to teach it and in what ways.

4. Hang your poster in the room and then participate in a gallery walk to glean ideas from principles others understood that speaks to you and your teaching style and situation.

LA 3.6 Building Strategies and Techniques for Developing Academic Language

Learning How to Help Students Acquire English Academic Vocabulary

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction. **Assessment: 25 pts.** **TA: 30 Minutes**	Teachers can adopt strategies from a variety of sources to enable students to build a stronger academic vocabulary as they participate in learning activities.	Students have participated and learned about academic vocabulary and text modification. Now they will read a summary explaining daily structures teachers can use to build English academic vocabulary in their students.

Instructions

1. As a group, read the article by Kate Kinsella about strategies for building academic vocabulary in reading and writing.

2. Write answers to these questions as you read:

- Why is academic language learning important for teachers to incorporate?
- How can teachers develop academic language when they have students who speak languages other than English?
- What are the elements of a sentence response frame?
- Have you considered using these group response formats in your teaching? How might it help?
- How can increasing interaction at an academic level increase students' language abilities?
- Why are common functions important? Discuss how you have taught language functions previously

3. Together, create a sentence frame that would be appropriate to use in your content area(s). Consider how to make them a part of your regular teaching regimen.

LA 3.X Consulting with the Facilitator on Presentation--Challenging Activities (CA)

Group Presenting in Next Session Meets with Facilitator

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate ability to manage and implement standards-based ESL and content instruction .	Teachers will be able to design, create, and enact instruction that attends to content and language instruction with peers.	Students have learned about the five standards for effective pedagogy and are now ready to deepen that knowledge.

Assessment: 00 pts.

TA: 10 Minutes

Instructions

1. The group who is responsible for teaching Challenging Activities will meet with the facilitator to review and negotiate plans for instruction.
2. The presentation should enable colleagues to answer this question: How can I attend to challenging activities so all learners have access?

HW 3.1 Reflection on My Practice in Developing ELs' Content and Language Proficiency

My Experience Attending to Language and Literacy Development (LLD)

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction **Assessment: 50 pts.** **Due: Session 4**	Through observing and learning about the teaching practice of a teacher in relationship to one of the Standards for Effective Pedagogy, the teacher can enact the standard in his or her own teaching.	Students have learned about how to teach second language learners and promote their language and literacy development. They are now ready to consider how they can differentiate their instruction through the use of the Standards for Effective Pedagogy.

Instructions

1. Last week you watched a VideoEthnography that taught you about Language and Literacy Development (LLD) .
2. Identify an activity where you already address language and literacy development or which you could modify to better promote students langauge and lieracy development.
3. Using I (your personal voice) describe your experience this week in supporting students in developing their language and literacy through engagement in a lesson. Provide details. Think about your students and your own actions and responses (including learning) in your account.
4. Connect your description to what you learned from the video or perspectives.
5. Use your AHA to further develop your thinking and raise new questions for your practice.
6. Submit your reflection and be prepared to talk about your learning in class.

HW 3.2 Learning Teaching through Multi-media Cases and Expert Perspectives

Creating Challenging Activities (CA)

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs, practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization, teaching strategies for development and integrating language skills, and choosing and adapting classroom resources.	Through watching videos and listening to analysis of them, teachers will be able to understand and employ the Standards for Effective Pedagogy in their own teaching.	Students have learned about each of the conceptual tools utilized in the endorsement program. They are now ready to observe, learn from and critique teachers acting on these tools in their regular classroom practice.

Assessment: 50 pts.

Due: Session 4

Instructions:

1. For this activity you will view the VideoEthnography you have chosen and respond on the worksheet linked below. The directions and the link to the VideoEthnography are on the worksheet.
2. You will use the Challenging Activities worksheet to record your learning based on which VideoEthnography you have selected to study.
3. Notice there are two columns to report your findings. One to note your observations of the study and one to note the ideas you draw from listening to or reading all of the perspectives for each prompt. Finally under the chart your will record and be prepared to share next time three Ahas in relationship to your own practice. .
4. Click on the teacher you have chosen and it will take you to the worksheet and an overview of the entire case.
   - Shari Galarza (Preschool/Kindergarten Study)
   - Lucia Villarreal (Elementary Bilingual Classroom Study)
   - Craig Cleveland (High School Social Studies Study)
   - Mara Mills (High School Biology Study)

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HW 3.3 Gaining an understanding of Making Content Comprehensible

Using Strategies and Creating Opportunity for Interaction

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction.. **Assessment: 50 pts.** **Due: Session 4**	Teachers can use their knowledge of teaching second language learners and their knowledge of sheltered instruction and SIOP to promote the language and literacy development and content knowledge of their students.	Students have developed knowledge of how to promote ELLs language and literacy development in their regular classroom. They are positioned to learn the strategies from SIOP to support the development of ELLS content knowledge along with literacy and language skills.

Instructions:

1. Read Chapters 5 & 6 from Echevarria, J., Vogt, M., & Short,D. (2008).*Making content comprehensible for English learners: The SIOP ModelPearson.* (or the edition your district is using).
2. As you read, fill in the answers to the questions provided in the reading guide linked here.
3. Submit your worksheet to the teacher by next class period,
4. Be prepared to share with your colleagues something you tried based on your reading or new learning you developed. Link reading guide

HW 3.4 Developing Language Objectives

Learning to create stronger language and content objectives in teaching ELs

Learning Outcome	Pedagogical Intent	Student Position
Use language and content objectives in teaching standards-based ESL instruction and State Core Curriculum. **Assessment: 50 pts.** **Due: Session 4**	Teachers can use their knowledge of planning and teaching lessons using objectives to meet state standards. They can now write language objectives that will enable them to better promote the development of language and literacy as they teach content.	Students have developed knowledge of how to promote ELLs language and literacy development in their regular classroom. They are positioned to create better language and content objectives to support their instruction.

Instructions:

1. Access the article by Jennifer Himmel, *Language objectives: The key to effective content area instruction for English Learners at* https://equitypress.org/-BSX. (This is an informative website with lots of useful and practical information so you might want to skim the site beyond this article.)

2. Read the first three sections: Language objectives an overview, Writing language objecitve, Aligning language objectives and standards. Use this worksheet to guide your reading and take notes.

HW 3.5 Reviewing Knowledge about Text Structures

Learning from Reviewing Videos

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction. **Assessment: 50 pts.** **Due: Session 4**	Teachers can build on their knowledge of choosing and using texts to support student learning.	Students have developed knowledge of how to promote ELs language and literacy development in their regular classroom. They are positioned to review earlier learning to strengthen and deepen their knowledge.

Instructions:

1. In the literacy course you watched a video on text structures. In this homework, you will review that video and think about it in terms of the corpus studies, the development of academic language and designing MSDLAs to promote content and language learning.
2. This link will take you to the page that contains the video: https://equitypress.org/-tNUb When you get to the page there will be a video screen at the top. Scroll down until you find the list of Video Segments. You will be watching the complete video segment for Session 8: The Role and Variety of Texts. Click on the Video and then scroll up to the video screen and watch the video.
3. As you watch, take notes about the ideas you found interesting, new insights you considered, and adjustments considering texts you select for your classroom.

HW 3.6 Exploring Teaching Strategy Marketplaces

Reconsidering Strategies for Assessment and Promoting Comprehension

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction..	Teachers use their knowledge of teachign strategies to enrich their curriculum and increase the power of their MSDLA activities.	Students have developed knowledge of how to promote ELLs language and literacy development in learning content in their regular classroom. They are positioned to revisit strategies based in best practices for teaching ELs.

Assessment: 50 pts.

Due: Session 4

Instructions:

1. Within your working group you will have assigned each person to read half of the strategies in each of the marketplaces.
2. The two people assigned to review the Comprehension Marketplace can access it here (one person will review the first half of the strategies and the other will do the second half).
3. The two people assigned to review the Assessment Marketplace and access it here. (Again, remember one person will review the first half of the strategies and the other person will review the other half).
4. As you review the marketplace, identify two strategies you would like to use in your teaching or your MSDLA. Examine it carefully (Please choose strategies you do not already use routinely in your teaching).
5. Create an attractive and informative flyer persuading your peers to use the strategy in their teaching. Highlight the usefulness and advantage for using it in your teaching.

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Access it online or download it at
https://equitypress.org/language_integration/hw_13_family_school_Wq.

HW 3.7 Exploring Funds of Knowledge

Uncovering Funds of Knowledge among My Students

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction. **Assessment: 50 pts.** **Due: Session 4**	Teachers can identify and capitalize on the funds of knowledge among their students and within their school and community	Students have considered contextualization and building on background knowledge. They are ready to explore how these can be used in their teaching through understanding funds of knowledge.

Instructions:

1. From the book *Funds of Knowledge*, read the chapter assigned your (Chapter 7, 8, 9, 10).
2. After reading the chapter, create a graphic representation of the ideas in the chapter. This web site from national geographic provides numerous downloadable graphic organizers https://equitypress.org/-nuQM or develop your own.
3. After you finish the graphic organizer, think of the students you teach and identify a student and potential funds of knowledge you might integrate into your teaching or you might use in your MSDLA.
4. Bring the graphic organizer to class.

Session Four: Strengthening Curriculum by Adjusting for ELs

LA 4.1 Sharing My Learning and Professional Development
LA 4.2 Presentation on SEP--Challenging Activities
LA 4.3 Reviewing My Objectives to Strengthen Them
LA 4.4 Considering Funds of Knowledge Among My Students
LA 4.5 Examining Your Texts And Your Strategies in Making them Comprehensible
LA 4.6 Sharing Strategies by Reviewing Promotional Flyers
LA 4.X Consulting with Facilitator on Presenting--Joint Productive Activity (JPA)
HW 4.1 Reflection on My Practice in Developing ELs Content and Language Proficiency
HW 4.2 Learning Teaching through Multi-media Cases and Expert Perspectives
HW 4.3 Gaining an Understanding of Making Content Comprehensible
HW 4.4 Developing Rubrics for Informal Assessments to Evaluate EL Learning
HW 4.5 Developing Students' Thinking Skills

LA 4.1 Sharing My Learning and Professional Development

Reflecting on Preparing for Teaching and Engaging in Practices for Contextualizing

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge of and use of practices and strategies related to planning, implementing, and managing ESL and content instruction **Assessment: 25 pts.** **TA: 10 Minutes**	Articulating their knowledge enables teachers to implement the principles that guide best practices in their regular, day-to-day teaching with ELs.	Students read and explore videos that taught them about Sheltered Instruction (SIOP) and the Standards for Effective Pedagogy and reflect on their learning and their attempts to enact these ideas in their teaching.

Instructions

1. In a shower of ideas, participants share their thinking as insights and wisdom come to them.
2. During this week you have learned about and reflected on your teaching in terms of a Standard for Effective Pedagogy (Language and Literacy Development) and your reading about using sheltered instruction.
3. Participate in a shower of idea, by sharing your insights from your practice and your learning.
4. The facilitator will post ideas as you share.

LA 4.2 Presentation on SEP--Challenging Activities

Learning in Preparation for Instruction for ELs

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate ability to manage and implement standards-based ESL and content instruction .	Teachers will be able to design, create, and enact instruction that attends to content and language instruction with peers.	Students have learned about the five standards for effective pedagogy and are now ready to deepen that knowledge.

Assessment: 25 pts.

TA: 40 Minutes

Instructions

1. The group who is responsible for teaching joint productive activity will take the stage.

2. Take notes as you listen to their instruction.

3. Write the answer to this question: How can I create and add joint productive activities in my MSDLAs so all learners have access.

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Access it online or download it at https://equitypress.org/language_integration/la_11TpyvHTRyCu.

LA 4.3 Reviewing My Objectives to Strengthen Them

Critiquing Language and Content Objectives

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction. **Assessment: 25 pts.** **TA: 40 Minutes**	Teachers can utilize content objectives so students know what they are learning about, and add language objectives so students can learn language at the same time they learn content.	Students have been learning about high-quality curriculum and writing lesson plans for use with ELs. Now they will read an article about objectives--both content and language.

Instructions

1.Working within your group, each MSDLA group (or individual) will share the objectives for their centers.

2. As each member of the group shares their content and language objective, review their activity and consider whether the activity and the content provided will allow the students to meet the content and language objective as stated.

3. As you review the objectives determine whether the language is clear, whether the behavior indicated could be observed within the activity planned, make suggestions for improvement. Refer to your knowledge from your homework and your own knowledge as a teacher.

4. As you share and critique the objectives, consider together the challenge of writing language objectives in terms of the variety of WIDA and learning levels in your classroom and your strategies for accommodating difference and differentiating objectives and instruction to meet student needs.

5. As you work support each other in adjusting, rewriting and strengthening the objectives as stated on your MSDLA Task Cards.

LA 4.4 Considering Funds of Knowledge Among My Students

Making Text Comprehensible for ELs

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction. **Assessment: 25 pts.** **TA: 25 Minutes**	Teachers can make adjustments with the texts and readings they use in instruction to allow ELs to thrive in their learning.	Students have read an article on text modification as well as participating in discussions about this topic. Now they will identify key points from the chapters they read for homework to apply to the construction of their MSDLAs.

Instructions

1. Working in your group, each participant has no more than 5 minutes to share their graphic representation of the chapter you read in *Funds of Knowledge*.

2. Together identify the key points across the chapters. Make a list of how you can identify the funds of knowledge held by your students or their parents. Think together about how in your teaching or in your school you might identify and draw forward the funds of knowledge found in your students, their families, or in the larger school community.

3. Review your MSDLA and think about how you might identify and use students' funds of knowledge to adjust your activity centers or contextualize them.

LA 4.5 Examining Your Texts And Your Strategies in Making them Comprehensible

Making Text Comprehensible for ELs

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction. **Assessment: 25 pts.** **TA: 30 Minutes**	Teachers can make adjustments with the texts and readings they use in instruction to allow ELs to thrive in their learning.	Students have read an article on text modification as well as participating in discussions about this topic. Now they will watch a TELL video about types of texts and text modification.

Instructions

1. Follow these directions to pull up a video on texts from the Literacy Course (This link will take you to the Literacy course video). Scroll down and a list of eight videos will be listed on the left side of the screen. You will click on Session 8. On the right column you will click on Segment 8.1. Now go to the list on the right side under Segment 8.1 and click on the first bullet word--texts. Then scroll up to the picture at the top and start the video.

2. Take notes on the video regarding information about types of texts and listen carefully for text modification suggestions. Write these down.

3. Your group will now discuss the information from the video. Then consider the text(s) and reading(s) you are planning for you MSDLAs and discuss together ideas for making the text more comprehensible for ELs.

LA 4.6 Sharing Strategies by Reviewing Promotional Flyers

Adding Strategies to My Teaching Reptoire

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate ability to plan standards-based ESL and content instruction.	Teachers can utilize MSDLAs in their regular sequence of lessons in their own classrooms as a way to promote interaction and group learning to increase quality of learning.	Students have experienced working in MSDLA activities in earlier sessions and have been made aware of the assignment to develop MSDLAs for their own classroom. Now they have an opportunity to determine a different strategy they find today that would work with their MSDLAs.
Demonstrate ability to manage and implement standards-based ESL and content instruction		

Assessment: 25 pts.

TA: 20 Minutes

Instructions

1. As you entered the classroom today, you posted your flyers promoting strategies for comprehension or assessment. Across the class time you have wandered and considered the promotional strategies provided by fellow students.

2. Working in your group, your MSDLA group review the strategy you use in each task. As you review the strategies proposed for a task, think again about the flyers you reviewed during class and make adjustments to your tasks in response to your observations and thinking. You have worked on objectives now consider theText, vocabulary, and strategy for each task. Work with your colleague to strengthen tasks.

3. Make adjustments. Remember that you can go back to HW 3.6 to look at the strategies on your own if that is helpful.

LA 4.X Consulting with Facilitator on Presenting-- Joint Productive Activity (JPA)

Group Presenting in Next Session Meets with Facilitator

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate ability to manage and implement standards-based ESL and content instruction .	Teachers will be able to design, create, and enact instruction that attends to content and language instruction with peers.	Students have learned about the five standards for effective pedagogy and are now ready to deepen that knowledge.

Assessment: 00 pts.

TA: 10 Minutes

Instructions

1. The group who is responsible for teaching joint productive activity will meet with the facilitator to review and negotiate plans for instruction.
2. The presentation should enable colleagues to answer this question: How can I attend to joint productive activity so all learners have access?

This content is provided to you freely by Equity Press.

Access it online or download it at

HW 4.1 Reflection on My Practice in Developing ELs Content and Language Proficiency

Providing Cognitively Challenging Activities (CA)

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction **Assessment: 50 pts.** **Due: Session 5**	Through observing and learning about the teaching practice of a teacher in relationship to one of the Standards for Effective Pedagogy, the teacher can enact the standard in his or her own teaching.	Students have learned about how to teach second language learners and promote their language and literacy development. They are now ready to consider how they can differentiate their instruction through the use of the Standards for Effective Pedagogy.

Instructions

1. Last week you watched a VideoEthnography that taught you about Challenging Activities (CA).
2. Identify an activity where you already provide challenging activities or which you could modify to build students thinking.
3. Using I (your personal voice) describe your experience this week in creating and enacting challenging activities. Provide details. Think about your students and your own actions and responses (including learning) in your account.
4. Connect your description to what you learned from the video or perspectives.
5. Use your AHA to further develop your thinking and raise new questions for your practice.
6. Submit your reflection and be prepared to talk about your learning in class.

HW 4.2 Learning Teaching through Multi-media Cases and Expert Perspectives

Engaging In Joint Productive Activities (JPA)

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs ,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization, teaching strategies for development and integrating language skills, and choosing and adapting classroom resources.	Through watching videos and listening to analysis of them, teachers will be able to understand and employ the Standards for Effective Pedagogy in their own teaching.	Students have learned about each of the conceptual tools utilized in the endorsement program. They are now ready to observe, learn from and critique teachers acting on these tools in their regular classroom practice.

Assessment: 50 pts.

Due: Session 5

Instructions:

1. For this activity you will view the VideoEthnography you have chosen and respond on the worksheet linked below. The directions and the link to the VideoEthnography are on the worksheet.
2. You will use the Joint Productive Activities (JPA) worksheet to record your learning based on which VideoEthnography you have selected to study.
3. Notice there are two columns to report your findings. One to note your observations of the study and one to note the ideas you draw from listening to or reading all of the perspectives for each prompt. Finally under the chart your will record and be prepared to share next time three Ahas in relationship to your own practice. .
4. Click on the teacher you have chosen and it will take you to the worksheet and an overview of the entire case.
   - [Shari Galarza](#) (Preschool/Kindergarten Study)
   - [Lucia Villarreal](#) (Elementary Bilingual Classroom Study)
   - [Craig Cleveland](#) (High School Social Studies Study)
   - [Mara Mills](#) (High School Biology Study)

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HW 4.3 Gaining an Understanding of Making Content Comprehensible

Reviewing Practice, Application and Lesson Delivery

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction.. **Assessment: 50 pts.** **Due: Session 5**	Teachers can use their knowledge of teaching second language learners and their knowledge of sheltered instruction and SIOP to promote the language and literacy development and content knowledge of their students.	Students have developed knowledge of how to promote ELLs language and literacy development in their regular classroom. They are positioned to learn the strategies from SIOP to support the development of ELLS content knowledge along with literacy and language skills.

Instructions:

1. Read Chapters 7 & 8 from Echevarria, J., Vogt, M., & Short,D. (2008).*Making content comprehensible for English learners: The SIOP ModelPearson.* (or the edition your district is using).
2. As you read, fill in the answers to the questions provided in the reading guide linked here.
3. Submit your worksheet to the teacher by next class period,
4. Be prepared to share with your colleagues something you tried based on your reading or new learning you developed.

HW 4.4 Developing Rubrics for Informal Assessments to Evaluate EL Learning

Reviewing Knowledge of Creating Assessments and Rubrics

Learning Outcome	Pedagogical Intent	Student Position
Use language and content objectives in teaching standards-based ESL instruction and State Core Curriculum. **Assessment: 50 pts.** **Due: Session 5**	Teachers can use their knowledge of informal assessment to develop rubrics to assess whether students understand the content and are developing language and literacy skill.	Students have developed knowledge of how to assess student learning formally and informally. They are ready to think of applying assessment ideas to activity centers.

Instructions:

1. In this homework, you will review the Assessment Literacy Tool and Checklist document (The explanation is linked here.) Use the tool, explanation and checklist to think about the informal assessment products students are producing in each of your centers. Take notes about adjustments you might like to make or thinking about assessment your consideration prompts.
2. When we use informal assessments, project based learning, or other assignments rubrics are invaluable. You learned about and constructed rubrics in the assessment course.
3. In this homework, we have provide four links to refresh your memory and increase your skill in developing rubric. Look at any of these items you think would be helpful to you. The first is a link to a short (5 min.) youtube video: https://equitypress.org/-cwc . The second if from the University of Colorado: Denver https://equitypress.org/-nyY . (I found What is a rubric? and Creating a Rubric modules most helpful.) The third is a short article by Heidi Goodrich Andrade linked here.
4. Again, use this information to develop or refine the scoring guides for any of products produced within an MSDLA.

HW 4.5 Developing Students' Thinking Skills

Desigining Learning Activities That Teach Content and Language And Develop Thinking Skills

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction..	Teachers can use their knowledge of teaching second language learners and their knowledge of content and their development of literacy to design and enact activites that promote thinking skills	Students have developed knowledge of how to promote ELLs language and literacy development in their regular classroom and content knowledge and how to design activity centers. They are positioned to learn about how to promote thinking skills through learning activities.
Assessment: 50 pts.		
Due: Session 5		

Instructions:

1. In this homework, we ask you to read and consider short readings about developing and promoting thinking skills in your learning activities. One of the literacy skills is "thinking" and part of becoming a lifelong learner is being a good thinker. Take notes on the things you think are relevant to your teaching and to designing your MSDLA for this course.
2. Begin by reading the list of 8 skills that students need to develop to improve their thinking. After reading the article, take notes about how you might design activities that will help develop one or more of these skills.
3. Skim the Blog post by Lavonne Botcher on developing critical thinking skills. As you read, take notes about ideas you find compelling or interesting and then consider how you might adjust your learning activities.
4. This web site https://equitypress.org/-gbx provides specific strategies for teachers to use in promoting critical thinking. As you skim, take notes about ideas you find compelling or interesting and then consider how you might adjust your learning activities.
5. This link to a Colorin Colorado article https://equitypress.org/-gdV provides information about using a visualization strategy in your lessons. As you skim, take notes about ideas you find compelling or interesting and then consider how you might adjust your learning activities.
6. The purpose of this actiivity is to support you in increasing the ways your activities promote and expand thinking as well as develop content knowledge and language and literacy development.

* **WARNING**--we have reviewed the content of these readings; but they come from websites sponsored by educational and business consulting firms.The ideas are congruent with our own research of cognition but you should be the critical thinkers and determine their usefulness for you.

Session Five: Learning from Feedback

LA 5.1 Sharing My Learning and Professional Development
LA 5.2 Presentation on SEP--Joint Productive Activity
LA 5.3 Reviewing Practice, Application and Lesson Delivery
LA 5.4 Receiving Feedback on MSDLA Components and Documentation
LA 5.X Consulting with Facilitator on Presenting--Instructional Conversation (IC)
HW 5.1 Reflection on My Practice in Developing ELs Content and Language Proficiency
HW 5.2 Learning Teaching through Multi-media Cases and Expert Perspectives
HW 5.3 Gaining an understanding of Making Content Comprehensible
HW 5.4 Deepening Learning by Attending to Discipline and ESL Standards
HW 5.5 Thinking of Culturally Responsive Pedagogy in Relationship to My Teaching Practice

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LA 5.1 Sharing My Learning and Professional Development

Reflecting on Preparing for Teaching and Engaging in Practices for Contextualizing

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge of and use of practices and strategies related to planning, implementing, and managing ESL and content instruction **Assessment: 25 pts.** **TA: 10 Minutes**	Articulating their knowledge enables teachers to implement the principles that guide best practices in their regular, day-to-day teaching with ELs.	Students read and explore videos that taught them about Sheltered Instruction (SIOP) and the Standards for Effective Pedagogy and reflect on their learning and their attempts to enact these ideas in their teaching.

Instructions

1. In a shower of ideas, participants share their thinking as insights and wisdom come to them.
2. During this week you have learned about and reflected on your teaching in terms of a Standard for Effective Pedagogy (Joint Productive Activity) and your reading about using sheltered instruction.
3. Participate in a shower of idea, by sharing your insights from your practice and your learning.
4. The facilitator will post ideas as you share.

LA 5.2 Presentation on SEP--Joint Productive Activity

Learning in Preparation for Instruction for ELs

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate ability to manage and implement standards-based ESL and content instruction . **Assessment: 25 pts.** **TA: 40 Minutes**	Teachers will be able to design, create, and enact instruction that attends to content and language instruction with peers.	Students have learned about the five standards for effective pedagogy and are now ready to deepen that knowledge.

Instructions

1. The group who is responsible for teaching joint productive activity will take the stage.

2. Take notes as you listen to their instruction.

3. Write the answer to this question: How can I create and add joint productive activities in my MSDLAs so all learners have access.

This content is provided to you freely by Equity Press.

Access it online or download it at https://equitypress.org/language_integration/la_11TpyvHTRyCui.

LA 5.3 Reviewing Practice, Application and Lesson Delivery

Applying Reading to Practice and Lesson Delivery

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate ability to manage and implement standards-based ESL and content instruction . **Assessment: 25 pts.** **TA: 15 Minutes**	Teachers can embrace strategies that address the needs and strengths of ELs in their classrooms.	Students have read in Making Content Comprehensible for several weeks. Now they read chapters 7 and 8 and take notes to consider how well they are enacting practice/application and lesson delivery.

Instructions

 1. Have the reading guide you filled out as you read chapters 7 and 8 in Making Content Comprehensible with you.

2. Discuss with your group important points you noticed and ahas you may have had. Talk about how well you are currently embracing what you learned. Consider how you can change your practice informed by this reading.

3. Consider with your group members next steps you could take to apply this learning in your work with ELs.

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https://equitypress.org/language_integration/la_11TpyvHTRyCuGp.

LA 5.4 Receiving Feedback on MSDLA Components and Documentation

Work Session for the Final Project

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate ability to plan standards-based ESL and content instruction. Demonstrate ability to manage and implement standards-based ESL and content instruction **Assessment: 25 pts.** **TA: 90 Minutes**	Teachers can utilize MSDLAs in their regular sequence of lessons in their own classrooms as a way to promote interaction and group learning to increase quality of learning.	Students have experienced working in MSDLA activities in earlier sessions and have been made aware of the assignment to develop MSDLAs for their own classroom. Now they will participate with the facilitator to evaluate progress they have made on the assignment.

Instructions

1. This learning activity allows you time to work on your MSDLAswhile the facilitator meets with one group at a time to provide feedback on your progress so far. This link provides the reminders of what the assignment entails: [MSDLA review](#)

2. When you meet with the facilitator, use the [documentation](#) form to see your progress.

LA 5.X Consulting with Facilitator on Presenting--Instructional Conversation (IC)

Group Presenting in Next Session Meets with Facilitator

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate ability to manage and implement standards-based ESL and content instruction .	Teachers will be able to design, create, and enact instruction that attends to content and language instruction with peers.	Students have learned about the five standards for effective pedagogy and are now ready to deepen that knowledge.

Assessment: 00 pts.

TA: 10 Minutes

Instructions

1. The group who is responsible for teaching instructional conversation will meet with the facilitator to review and negotiate plans for instruction.
2. The presentation should enable colleagues to answer this question: How can I attend to Instructional Conversation so all learners have access?

HW 5.1 Reflection on My Practice in Developing ELs Content and Language Proficiency

Creating Joint Productive Activities (JPA).

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction **Assessment: 50 pts.** **Due: Session 6**	Through observing and learning about the teaching practice of a teacher in relationship to one of the Standards for Effective Pedagogy, the teacher can enact the standard in his or her own teaching.	Students have learned about how to teach second language learners and promote their language and literacy development. They are now ready to consider how they can differentiate their instruction through the use of the Standards for Effective Pedagogy.

Instructions

1. Last week you watched a VideoEthnography that taught you about Joint Productive Activities.
2. Identify an activity where you already engage students in joint productive activities or which you could modify to better engage students in interacting and collaborating in their learning.
3. Using I (your personal voice) describe your experience this week in creating a joint poductive experience in a lesson. Provide details. Think about your students and your own actions and responses (including learning) in your account.
4. Connect your description to what you learned from the video or perspectives.
5. Use your AHA to further develop your thinking and raise new questions for your practice.
6. Submit your reflection and be prepared to talk about your learning in class.

HW 5.2 Learning Teaching through Multi-media Cases and Expert Perspectives

Conducting Instructional Conversations (IC)

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs ,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization, teaching strategies for development and integrating language skills, and choosing and adapting classroom resources.	Through watching videos and listening to analysis of them, teachers will be able to understand and employ the Standards for Effective Pedagogy in their own teaching.	Students have learned about each of the conceptual tools utilized in the endorsement program. They are now ready to observe, learn from and critique teachers acting on these tools in their regular classroom practice.

Assessment: 50 pts.

Due: Session 6

Instructions:

1. For this activity you will view the VideoEthnography you have chosen and respond on the worksheet linked below. The directions and the link to the VideoEthnography are on the worksheet.
2. You will use the Instructional Conversation (IC) worksheet to record your learning based on which VideoEthnography you have selected to study.
3. Notice there are two columns to report your findings. One to note your observations of the study and one to note the ideas you draw from listening to or reading all of the perspectives for each prompt. Finally under the chart your will record and be prepared to share next time three Ahas in relationship to your own practice.
4. Click on the teacher you have chosen and it will take you to the worksheet and an overview of the entire case.
   - Shari Galarza (Preschool/Kindergarten Study)
   - Lucia Villarreal (Elementary Bilingual Classroom Study)
   - Craig Cleveland (High School Social Studies Study)
   - Mara Mills (High School Biology Study)

HW 5.3 Gaining an understanding of Making Content Comprehensible

Using Review and Assessment to Promote and Track Student Learning

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction.. **Assessment: 50 pts.** **Due: Session 6**	Teachers can use their knowledge of teaching second language learners and their knowledge of sheltered instruction and SIOP to promote the language and literacy development and content knowledge of their students.	Students have developed knowledge of how to promote ELLs language and literacy development in their regular classroom. They are positioned to learn the strategies from SIOP to support the development of ELLS content knowledge along with literacy and language skills.

Instructions:

1. Read Chapter 9 from Echevarria, J., Vogt, M., & Short,D. (2008).*Making content comprehensible for English learners: The SIOP ModelPearson.* (or the edition your district is using).
2. As you read, fill in the answers to the questions provided in the reading guide linked here.
3. Submit your worksheet to the teacher by next class period.
4. Be prepared to share with your colleagues something you tried based on your reading or new learning you developed. Link reading guide.

HW 5.4 Deepening Learning by Attending to Discipline and ESL Standards

Considering Standards in Developing Learning Activities

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction. **Assessment: 50 pts.** **Due: Session 6**	Teachers can use their knowledge of teaching second language learners content and language together in ways that attend to discipline and ESL standards.	Students have learned about integrating content and language instruction. They are ready to consider discipline standards in relationship to developing curriculum.

Instructions:

1. This activity asks that you review the curriculum standards for your discipline. The linked worksheets for the disicplines have links to the content area national associations and the relevant discipline. Based on the topic of your MSDLA review your standards as guide by the relevant worksheet.
    1. [Science](#)
    2. [Mathematics](#)
    3. [Social Studies](#)
    4. [English/Language Arts](#)
    5. [Other Disciplines](#)
2. In this activity you will consider the discipline standard in relationship to your MSDLA and seek to make sure that your MSDLA attends to the National Standards for your Discipline.
3. Now review the ELL standards for the state (https://equitypress.org/-mizb). Take notes about the ideas that are relevant for building and refining your MSDLA.
4. After reviewing the standards, adjust or modify activity centers in your MSDLA to meet the standards.

HW 5.5 Thinking of Culturally Responsive Pedagogy in Relationship to My Teaching Practice

Considering My Teaching and the Principles of Culturally Responsive Teaching

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction. **Assessment: 50 pts.** **Due: Session 6**	Teachers can enact more culturally responsive teaching practices in their classroom.	Students have developed knowledge of how to promote ELLs language and literacy development in their regular classroom. They are positioned to re-examine their teaching practice in terms of culturally relevant pedagogy.

Instructions

1. For this homework, you will watch a series of videos that teach about culturally responsive pedagogy.
    1. This video from Teaching Tolerance (5 minutes) features Jacquline Jordon Irvine, Geneva Gay, and Kris Guiterrez https://equitypress.org/-NhEH

    2. This video from Gloria Ladson-Billings (3 minutes) reveals her research that led to the development of the concept of Cultural Relevant Pedagogy. https://equitypress.org/-aRL
    3. This video is a module that teaches about cultural responsive pedagogy in the voices of teachers (5 minutes) https://equitypress.org/-hFGX.
2. As you watch, jot down the ideas your resonate with, ideas of what you could do differently, ideas that could help shapre your MSDLA and ideas of how your school and your teaching might be more culturally relevant to the diverse students in your school and/or classroom.

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Session Six: Practicing Developing MSDLAs

Building MSDLAs to Teach Colleagues SIOP

LA 6.1 Sharing My Learning and Professional Development
LA 6.2 Presentation on SEP--Instructional Conversation
LA 6.3 Creating MSDLAs to Teach SIOP Principles
LA 6.4 Working on Your MSDLA Project
HW 6.1 Reflection on My Practice in Developing ELs Content and Language Proficiency
HW 6.2 Creating a Self-Portrait
HW 6.3 Build and Refine Your Final MSDLA

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LA 6.1 Sharing My Learning and Professional Development

Reflecting on Preparing for Teaching and Engaging in Practices for Instructional Conversation

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge of and use of practices and strategies related to planning, implementing, and managing ESL and content instruction	Articulating their knowledge enables teachers to implement the principles that guide best practices in their regular, day-to-day teaching with ELs.	Students read and explore videos that taught them about Sheltered Instruction (SIOP) and the Standards for Effective Pedagogy and reflect on their learning and their attempts to enact these ideas in their teaching.

Assessment: 25 pts.

TA: 10 Minutes

Instructions

1. In a shower of ideas, participants share their thinking as insights and wisdom come to them.
2. During this week you have learned about and reflected on your teaching in terms of a Standard for Effective Pedagogy (Instructional Conversation) and your reading about using sheltered instruction.
3. Participate in a shower of idea, by sharing your insights from your practice and your learning.
4. The facilitator will post ideas as you share.

LA 6.2 Presentation on SEP--Instructional Conversation

Learning in Preparation for Instruction for ELs

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate ability to manage and implement standards-based ESL and content instruction .	Teachers will be able to design, create, and enact instruction that attends to content and language instruction with peers.	Students have learned about the five standards for effective pedagogy and are now ready to deepen that knowledge.

Assessment: 25 pts.

TA: 40 Minutes

Instructions

1. The group who is responsible for teaching instructional conversation will take the stage.

2. Take notes as you listen to their instruction.

3. Write the answer to this question: How can I use instructional conversation in my MSDLAs so all learners have access.

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LA 6.3 Creating MSDLAs to Teach SIOP Principles

Designing an Activity Center to ReviewMaking Content Comprehensible

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate ability to manage and implement standards-based ESL and content instruction . **Assessment: 25 pts.** **TA: 30 Minutes**	Teachers will be able to design, create, and enact instruction that attends to content and language instruction to apply in their daily teaching of EL students.	Students have read all the chatpers in Making Content Comprehensible. They will, in assigned groups, create an MSDLA center to teach one of those chapters. This activity reviews the principles learned from this reading.

Instructions

1. The facilitator will assign each student to a small group and their chapter from Making Content Comprehensible, and they will work together based on that chapter. The rubric for the assignment is linked here.

2. Each team will review their chapter, design how students at the center will learn about the topic, and determine a product that students at the center will create. The center should be about 12 minutes long.

3. There needs to be a student task card for directions as well as materials so those at the center can create their product. The product needs to show the students' understanding of principles included in the chapter.

4. This center will be enacted in session 7 (LA 7.2), so if you don't finish tonight, you'll need to finish it by next week where it will be enacted.

LA 6.4 Working on Your MSDLA Project

Working on My Center and Documenting My Reasoning

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate ability to manage and implement standards-based ESL and content instruction. **Assessment: 25 pts.** **TA: 80 Minutes**	Teachers will be able to design, create, and enact instruction that attends to content and language instruction to apply in their daily teaching of EL students.	Students have worked on creating an MSDLA center to teach their content. They are ready to finalize this document and work on their articulation of the why of the actions they took.

Instructions

Once you and your partner complete the MSDLA for teaching your assigned SIOP chapter, you will have the rest of the time to work on your MSDLA project.

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HW 6.1 Reflection on My Practice in Developing ELs Content and Language Proficiency

Conducting Instructional Conversations (IC)

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction **Assessment: 50 pts.** **Due: Session 7**	Through observing and learning about the teaching practice of a teacher in relationship to one of the Standards for Effective Pedagogy, the teacher can enact the standard in his or her own teaching.	Students have learned about how to teach second language learners and promote their language and literacy development. They are now ready to consider how they can differentiate their instruction through the use of the Standards for Effective Pedagogy.

Instructions

1. Last week you watched a VideoEthnography that taught you about Instructional Conversation (IC).
2. Create an activity where you engage a small group of students in an instructional conversation to informally assess and strengthen their learning.
3. Using I (your personal voice) describe your experience of engaging with students in an instructional conversation.
4. Provide details. Think about your students and your own actions and responses (including learning) in your account.
5. Connect your description to what you learned from the video or perspectives.
6. Use your AHA to further develop your thinking and raise new questions for your practice.
7. Submit your reflection and be prepared to talk about your learning in class.

HW 6.2 Creating a Self-Portrait

Building a Self-Portrait Representing my Identity and Learning in Becoming a Competent Teacher of ELs

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate ability to manage and implement standards-based ESL and content instruction. **Assessment: 50 pts.** **Due: Session 7**	Teachers can present their learning and their development in teaching ELs with a visual self-portrait they create.	Students have developed knowledge of how to promote ELLs language and literacy development in their regular classroom and the theories and practices that support ELLs learning.

Instructions

1. Spend some time reflecting on your learning journey in becoming the teacher you are today, particularly in relationship to developing as a teacher for all learners, including ELs.

2. Jot down your thinking about your identity, beliefs, dispositions, practices in term of who your are becoming as a teacher.

3. Using whatever media, representation ideas, or materials you would like, create a visual representation of yourself and/or your process in becoming the competent teacher you are today who knows how to support content learning and language and literacy development of your ELs.

4. Bring your representation to class next week to share with your colleagues.

HW 6.3 Build and Refine Your Final MSDLA

Considering Culturally Responsive Teaching in My MSDLAs

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge of and use of practices and strategies related to planning, implementing, and managing ESL and content instruction. **Assessment: 50 points** **Due Session 7**	Teachers create postiive and powerful learning experiences for ELs by using MSDLAs in their practice.	Students have experienced MSDLAs as learners and are working to develop MSDLAs for their own students they teach. They will now finalize their plans by attending to culturally responsive teaching prior to sharing in session 8.

Instructions

1. Students have been developing a set of MSDLAs for their major project in this course. In the homework in session 5 you watched three videos that educated you about Culturally Responsive Teaching. Think of what you learned as you complete work on your MSDLAs for the course. Make finishing touches on your MSDLA assignment and be prepared to share this assignment in session 8.

2. Review HW 7.3 and think about when you will schedule time this week or next to try out the entire MSDLA project or two or three of the centers in your teaching.

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Session Seven: Enacting an MSDLA to Review SIOP

Using MSDLAs for Review

LA 7.1 Sharing My Learning and Professional Development
LA 7.2 Enacting Centers to Demonstrate Skill in Using High-Quality Strategies and Practices
LA 7.3 Displaying My Self-Portrait
HW 7.1 Reflection on My Practice in Developing ELs Content and Language Proficiency
HW 7.2 Finalize Your MSDLAs
HW 7.3 Implementing Centers in My Classroom

LA 7.1 Sharing My Learning and Professional Development

Reflecting on Preparing for Teaching and Engaging in Practices for the Standards for Effective Pedagogy

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge of and use of practices and strategies related to planning, implementing, and managing ESL and content instruction	Articulating their knowledge enables teachers to implement the principles that guide best practices in their regular, day-to-day teaching with ELs.	Students read and explore videos that taught them about Sheltered Instruction (SIOP) and the Standards for Effective Pedagogy and reflect on their learning and their attempts to enact these ideas in their teaching.
Assessment: 25 pts.		
TA: 10 Minutes		

Instructions

1. In a shower of ideas, participants share their thinking as insights and wisdom come to them.
2. During this course you have learned about and reflected on your use of the Standards for Effective Pedagogy. You have also been learning about sheltering instruction for second language learners. Identify an event when you wondered about or shifted your instruction. Record the details of this experience and your response.
3. Participate in a shower of idea, by sharing your insights from your practice and your learning.
4. The facilitator will post ideas as you share.

LA 7.2 Enacting Centers to Demonstrate Skill in Using High-Quality Strategies and Practices

Participating in Classmates' Centers

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge of and use of practices and strategies related to planning, implementing, and managing ESL and content instruction.	Articulating their knowledge enables teachers to implement the principles that guide best practices in their regular, day-to-day teaching with ELs.	Students have created centers based on SIOP and will participate in enacting each one.

Assessment: 25 pts.

TA: 100 Minutes

Instructions

Part 1:

1. The facilitator will create spaces in the room for everyone to set up their centers.

2. Centers 1, 2, 3, and 4 will be enacted first. There will also be a Teacher center, in which students ask questions about the MSDLA assignment for the final project.

3. The facilitator will keep time so the centers move as they should. This part will take 50 minutes.

Part 2:

1. Centers 5, 6, 7, and 8 will now be enacted. There will also be a Teacher center during this rotation in which students can show their work on the MSDLA final project and receive feedback for completion.

2. Again, the facilitator will keep time.

LA 7.3 Displaying My Self-Portrait

Embracing ESL Principles and Strategies with Students

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate ability to manage and implement standards-based ESL and content instruction, **Assessment: 25 pts.** **15 Minutes**	Teachers will create their self-portrait to explain the strategies, relationships, and management needed for teaching English learners and all students.	Students have learned about the five standards for effective pedagogy, SIOP principles, and MSDLAs. Now they prepare a self-portrait of themselves to express the many things teachers of English learners need to manage.

Instructions

1. Hang your self-portrait on the wall along with the rest of the class.

2. The class will do a gallery walk to view all the self-portraits displayed. Enjoy looking at the different ways each person completed their self-portrait as well as the things they included as important items to keep in mind as we teach ELs.

3. Return to your seats and the facilitator will ask for comments and ahas from your observations.

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HW 7.1 Reflection on My Practice in Developing ELs Content and Language Proficiency

Reflecting on My Development as a Teacher.

Learning Outcome	Pedagogical Intent	Student Position
Employ a variety of strategies, materials and resources in standards-based ESL and content instruction **Assessment: 50 pts.** **Due: Session 8**	Through observing and learning about the teaching practice of a teacher in relationship to one of the Standards for Effective Pedagogy, the teacher can enact the standard in his or her own teaching.	Students have learned about how to teach second language learners and promote their language and literacy development. They are now ready to consider how they can differentiate their instruction through the use of the Standards for Effective Pedagogy.

Instructions

1. You have been adjusting your teaching practice for at least one activity each week and included attention to a Standard for Effective Pedagogy during this course. You have learned about Sheltered Instruction (SIOP) through reading *Making Content Comprehensible* and have developed an MSDLA (multiple, simultaneous, diverse, learning activity) project.
2. Reflect on a successful teaching experience you have had with an ELL in your work. Using I (personal voice), describe the experience and provide details.
3. Now think about what you have learned across the endorsement and connect your learning to that experience.
4. Raise questions and wonders about teaching ELLs and your teaching as you have worked to provide a strong learning experience for your students and/or your development as a teacher.
5. Submit your reflection and be prepared to share with your colleagues.

HW 7.2 Finalize Your MSDLAs

Developing MSDLAs to Use as They Teach ELs and All Students

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge of and use of practices and strategies related to planning, implementing, and managing ESL and content instruction **Assessment: 50 pts.** **Due Session 8**	Teachers create postiive and powerful learning experiences for ELs by using MSDLAs in their practice.	Students have experienced MSDLAs as learners and are working to develop MSDLAs for their own students they teach. They will now finalize their plans for sharing in session 8.

Instructions

1. Students have been developing a set of MSDLAs for their major project in this course. They will now make finishing touches to be prepared to share this assignment in session 8.

2. Bring this assignment to class next week, prepared to share your work with others.

HW 7.3 Implementing Centers in My Classroom

Providing Activities to Spur Student Interaction and Learning

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge of and use of practices and strategies related to planning, implementing, and managing ESL and content instruction.	Teachers create postiive and powerful learning experiences for ELs by using MSDLAs in their practice.	Students have experienced MSDLAs as learners and are working to develop MSDLAs for their own students they teach. During this week, they will implement their MSDLAs in their own classroom setting.

Assessment: 50 pts.

Due Session 8

Instructions

Part 1:

1. Students have completed their creation of MSDLAs and are ready to implement them in their classroom.

2. Create time in your weekly schedule to enact your centers with your students and notice student reaction to participating in a class using centers.

3. If there isn't time this week to do the full MSDLAs, work to enact one or two of the centers you created so you can see the results with your own students.

4. Reflect on this experience and the positives about using MSDLAs.

Part 2:

1. In session 8, you will be assigned groups to share your MSDLAs, including the five centers and the opening and closing activities. Be sure to bring what you need to share (make a power point, have a handout, or bring materials to share).

2. You will each have 10-15 minutes to do this.

Session Eight: Demonstrating My Knowing of Integrating Content and Language Instruction

LA 8.1 Sharing Our MSDLAs

LA 8.2 Sharing Development as an ESL Teacher

LA 8.1 Sharing Our MSDLAs

By Considering the MSDLAs of Others Our Thinking and Practice Improves

Employ a variety of strategies, materials and resources in standards-based ESL and content instruction.

Assessment: 25 pts.

Time: 120 minutes

Teachers who understand quality teaching for EL students can continue reflectiin on their practice to provide stronger learning experiences for students.

Students have learned about how to teach second language learners and promote their language and literacy development. They have prepared through reflection to share successful learning experiences they have developed through SIOP and developing MSDLAs. They will share in groups and then share with the entire class.

Instructions:

Part One:

1. Students will meet in groups of four. If you developed your MSDLA with a partner, you will meet in a group different from them.

2. Each person will present the powerpoint, handout, or verbal that communicates your MSDLA. Each person has 10 to 15 minutes.

3. As a group decide on one MSDLA to be shared with the whole group.

Part Two:

One person from each group will share their MSDLA. They will have 10 minutes for the presentation.

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LA 8.2 Sharing Development as an ESL Teacher

Growing as an ESL Teacher by Sharing My Learning and Commitments

Employ a variety of strategies, materials and resources in standards-based ESL and content instruction.

Assessment: 25 pts.

Time: 40

Teachers who understand quality teaching for EL students can continue reflectiin on their practice to provide stronger learning experiences for students.

Students have learned about how to teach second language learners and promote their language and literacy development. They have prepared through reflection to share successful learning experiences they have developed through SIOP and developing MSDLAs. They will share in groups and then share with the entire class.

Instructions

Part one:

Each person will write a one minute paper. Think about what you think is the most important or helpful change or the strongest experience you have had in teaching ELs. Now write for one minute about that experience. Either begin or end with a clear statement of the meaning of what you are sharing. (Turn in to the teacher at the end of class).

Part two:

Each person will take a minute to share their most important learning or some part of their one minute paper.